

EARLY CHILDHOOD EDUCATION CAREERS II

Course Description

Early Childhood Education Careers II prepares students for gainful employment and/or entry into post-secondary education. Content provides students the opportunity to apply child development theory, develop and implement learning activities for young children, and integrate knowledge, skills, and practices required for careers in early childhood education and related services. Laboratory experiences offer school-based and/or work-based learning opportunities.

Pre-requisite: Early Childhood Education Careers I

Recommended credits: 2 -3

Recommended Grade Levels: 10-12

Note (1): Students should spend a minimum of 30% and a maximum of 50% of instructional time in laboratory experiences.

Note (2): Early Childhood Education programs, including teen learning centers, laboratory nursery schools, etc., must operate within the standards and guidelines of the Tennessee Department of Education and other agencies governing the industry.

Note (3): Learning expectations to be completed for two credits are identified with two asterisks (**) and those to be completed for three credits are identified with three asterisks (***).



EARLY CHILDHOOD EDUCATION CAREERS II

- 1.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and early childhood education industry.
- 2.0 Students will establish and maintain a safe and healthy environment for children.
- 3.0 Students will demonstrate the skills needed to plan, prepare, and serve nutritious snacks and meals for children.
- 4.0 Students will demonstrate techniques for positive collaborative relationships with others.
- 5.0 Students will analyze developmentally appropriate practices to plan for early childhood.
- 6.0 Students will demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
- 7.0 Students will demonstrate employability and job procurement skills in the early childhood education industry.
- 8.0 Students will demonstrate professional practices and standards related to working in the early childhood education industry.

EARLY CHILDHOOD EDUCATION CAREERS LEVEL II

STANDARD 1.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and early childhood education industry.

LEARNING EXPECTATIONS

The students will:

- 1.1 Cultivate leadership skills.**
- 1.2 Analyze the effects of appropriate verbal and non-verbal communication skills used by leaders.**
- 1.3 Participate in Family, Career and Community Leaders of America (FCCLA) as an integral part of classroom instruction.**

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 1.1 Develops a plan for improving leadership skills in the home, school, community, and early childhood education industry.
- 1.2 Demonstrates appropriate behaviors and language that foster good relationships within the home, school, community, and the early childhood education industry.
- 1.3A Demonstrates correct use of parliamentary procedure in conducting meetings.
- 1.3B Assumes responsibility for planning an FCCLA program or project.
- 1.3C Organizes and participates on committees.

SAMPLE PERFORMANCE TASKS

- Monitor plan for progress toward meeting leadership skill development goals.
- Role play situations which use appropriate methods to resolve conflicts and/or promote positive relationships.
- Use parliamentary procedure rules to conduct a mock FCCLA meeting.
- Participate in various FCCLA programs and/or competitive events, such as Focus on Children, Families First, FACTS, Community Service, and/or Power of One.
- Become a candidate for a FCCLA office.
- Volunteer to assume a leadership role on committees.

INTEGRATION/LINKAGES

CDA (Child Development Associate) Credentials Competency Goals IV, V, VI, Family, Career and Community Leaders of America, Power of One Manual, Career Connection Manual, Communication and Writing Skills, SCANS (Secretary's Commission on Achieving Necessary Skills), Service Learning, Leaders at Work (FCCLA), Dynamic

Leadership (FCCLA), Team Building Skills, Sociology, Psychology, Critical Thinking Skills, To Guide You in Family, Career and Community Leaders of America, FCCLA STAR Event Manual

EARLY CHILDHOOD EDUCATION CAREERS LEVEL II

STANDARD 2.0

Students will establish and maintain a safe and healthy environment for children.

LEARNING EXPECTATIONS

The student will:

- 2.1 Implement health and safety policies that comply with the Tennessee Department of Human Services and/or Tennessee Department of Education licensing standards.**
- 2.2 Evaluate the environment for optimal health for children in a child care program.**
- 2.3 Use appropriate procedures to report suspected abuse or neglect to designated authorities.***

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1A Analyzes health records required in a child care program.
- 2.1B Identifies symptoms of childhood illness and communicable diseases.
- 2.1C Demonstrates first aid and emergency procedures including CPR (Cardiopulmonary Resuscitation).
- 2.1D Identifies health practices that should be encouraged and modeled by caregivers.
- 2.2A Identifies and controls lighting, ventilation, heat, and sanitation practices to comply with licensing standards.
- 2.2B Uses guidelines/laws to reduce and prevent accidents in a child care program.
- 2.3 Evaluates symptoms of child abuse and neglect and appropriate procedures of reporting abuse.

SAMPLE PERFORMANCE TASKS

- Critique and/or complete sample health care forms required for use in child care programs.
- Compare and contrast copies of health policies from various child care programs.
- From a list of symptoms, determine potential childhood illnesses.
- Obtain certification in infant/child first aid and CPR procedures.
- Develop posters to be placed in a child care program that would help children learn good health practices.
- Develop a classroom checklist for licensing standards compliance.
- Research statistics and laws related to the reporting of child abuse.

INTEGRATION/LINKAGES

CDA (Child Development Associate) Credential Competency Goal I, Family, Career and Community Leaders of America, Wellness, Tennessee Department of Human Services, American Red Cross, American Heart Association, Health Department, Drafting, Police Department, National Association for the Education of Young Children (NAEYC), Tennessee Early Childhood Training Alliance (TECTA), Tennessee Department of Children's Services

EARLY CHILDHOOD EDUCATION CAREERS LEVEL II

STANDARD 3.0

Students will demonstrate the skills needed to plan, prepare, and serve nutritious snacks and meals for children.

LEARNING EXPECTATIONS

The student will:

- 3.1 Apply appropriate guidelines when planning meals and snacks for children.**
- 3.2 Implement required safety and sanitation practices when preparing and serving food in a child care program.**
- 3.3 Describe nutritional problems that can result from a poor diet.***

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1A Evaluates factors such as age, cultural diversity, nutritional needs, and budget that should be considered when planning meals and snacks for children.
- 3.1B Develops and implements menu plans by preparing and serving foods to children in a child care program.
- 3.2 Analyzes required regulations for food safety and sanitation.
- 3.3 Researches problems for children that can result from a poor diet.

SAMPLE PERFORMANCE TASKS

- Plan a week's cycle menu for a day care program.
- Generate a list of ways to save money on the food budget in a child care program.
- Develop a power point presentation on early childhood nutrition.
- Critique sample menus for compliance with appropriate guidelines.
- Following regulations for safety and sanitation, prepare food for children in a child care program.
- Develop a poster on food safety and sanitation.
- Participate in the Focus on Children FCCLA Star Event.

INTEGRATION/LINKAGES

CDA (Child Development Associate) Credential Competency Goal I, FCCLA, Wellness, Tennessee Department of Human Services, USDA, OSHA, American Heart Association. NAEYC, TECTA

EARLY CHILDHOOD EDUCATION CAREERS LEVEL II

STANDARD 4.0

Students will demonstrate techniques for positive collaborative relationships with others.

LEARNING EXPECTATIONS

The student will:

- 4.1 Demonstrate problem-solving skills when working with others.**
- 4.2 Demonstrate interpersonal skills that promote positive and productive relationships with children and families.**
- 4.3 Present information to parents regarding developmental issues and concerns related to children.***
- 4.4 Demonstrate techniques to help children learn problem-solving and interpersonal skills.***

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 4.1 Applies problem-solving steps to encourage self-discipline and initiative in others.
- 4.2A Uses acceptable verbal and non-verbal communication skills.
- 4.2B Demonstrates methods of conflict resolution and confrontation techniques.
- 4.2C Implements strategies for constructive and supportive interactions between children and families.
- 4.3 Utilizes resources to maintain positive, collaborative relationships with families.
- 4.4 Identifies and develops appropriate activities to help children learn interpersonal skills.

SAMPLE PERFORMANCE TASKS

- Use problem-solving steps to help children resolve conflicts.
- Complete observations of children focusing on conflicts and guidance techniques used.
- Create parent bulletin boards and newsletters.
- Explore the interrelationship between classroom management methods and student gender, ability levels, and cultural, developmental levels.
- Evaluate the effects of miscommunication on relationships.
- Guide children in appropriate play activities using positive communication techniques.

INTEGRATION/LINKAGES

CDA (Child Development Associate) Credential Competency Goal III, Interpersonal Communications, Written and Verbal Communication Skills, Language Arts, Family, Career and Community Leaders of America, Sociology and Psychology, TECTA, NAEYC, FCCLA

EARLY CHILDHOOD EDUCATION CAREERS LEVEL II

Standard 5.0

Students will analyze developmentally appropriate practices to plan for early childhood education.

LEARNING EXPECTATIONS

The student will:

- 5.1 Examine child development theories and their implications for education and child care practices.**
- 5.2 Distinguish between developmentally appropriate and inappropriate practices.**
- 5.3 Implement strategies that promote children's growth and development.**
- 5.4 Determine a variety of assessment methods to observe and interpret children's growth and development.***

PERFORMANCE STANDARDS: EVIDENCE IS MET

The student:

- 5.1 Researches and develops a project/paper/presentation on a child development theory/theorist of interest.
- 5.2A Defines the term "developmentally appropriate".
- 5.2B Categorizes practices and actions for a given child as developmentally appropriate or inappropriate.
- 5.3 Selects and utilizes developmentally appropriate practices that meet the needs of children involved.
- 5.4 Uses assessment method(s) to record and report developmental growth.

SAMPLE PERFORMANCE TASKS

- Observe and access techniques used to evaluate and report the developmental progress of a child.
- Brainstorm influences that impact growth and development of students in early childhood.
- Generate a list of criteria to be used to determine developmentally appropriate practices.
- Role play developmentally appropriate practice for each age and stage of development.

INTEGRATION LINKAGES

CDA (Child Development Associate) Credential Competency Goal II, NAEYC, TECTA, Stanford Benet, Denner 2, LAP (Learning Assessment Profile), Community Resources – Screening Services, FCCLA

EARLY CHILDHOOD EDUCATION CAREERS LEVEL II

Standard 6.0

Students will demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

LEARNING EXPECTATIONS

The student will:

- 6.1 Demonstrate a variety of teaching methods to meet the individual needs of children in language, creative art, math, science, social studies and music.**
- 6.2 Supervise and evaluate learning centers that promote children's exploration, creativity and discovery and help children achieve developmental tasks.**
- 6.3 Select safe and developmentally appropriate toys and equipment for children.**
- 6.4 Plan learning centers that help children achieve development tasks.***

PERFORMANCE STANDARDS: EVIDENCE IS MET

The student:

- 6.1 Develops and implements lesson plans using a variety of teaching strategies and instructional materials for language, creative art, math, science, social studies, and music.
- 6.2 Arranges the learning environment, utilizing equipment, materials, and supplies to meet a child's developmental needs.
- 6.3 Evaluates criteria to consider when selecting children's toys and equipment.
- 6.4 Establishes routines, activities, and transitions to complement learning centers and encourage achievement of developmental tasks.

SAMPLE PERFORMANCE TASKS

- Prepare schedules and practice procedures, routines and transitions of daily operations.
- Conduct a thematic unit using related supplies and materials; both teacher-directed and child-initiated that considers individual needs.
- Design a floor plan for a variety of age groups.
- Develop learning centers to promote all areas of a child's development.
- Using catalogs, make a list of toys and equipment that would be appropriate for children of various ages.
- Choose types of outdoor play and equipment that promote children's growth and development.

INTEGRATION/LINKAGES

CDA (Child Development Associate) Credential Competency Goals II and III,
Accredited Developmental Child Care Centers, Working with Young Children, NAEYC,
TECTA, FCCLA, Child Development

EARLY CHILDHOOD EDUCATION CAREERS LEVEL II

STANDARD 7.0

Students will demonstrate employability and job procurement skills in the early childhood education industry.

LEARNING EXPECTATIONS

The student will:

- 7.1 Examine requirements and procedures commonly followed during job procurement.**
- 7.2 Apply skills needed for completion of requirements and procedures commonly followed during job procurement.**
- 7.3 Demonstrate the use of technology skills.**
- 7.4 Examine employee rights and responsibilities.***

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 7.1 Evaluates guidelines to follow when completing a job application, writing a letter of application, and developing a resume'.
- 7.2 Simulates an interview with a potential employer.
- 7.3 Develops a personal resume'.
- 7.4 Describes the rights and responsibilities of an employee in a child care program.

SAMPLE PERFORMANCE TASKS

- Examine and complete job applications accurately.
- Write a sample letter of application.
- Role-play job interviews.
- Participate in STAR Events (Job Interview Event).
- Research federal, state, and local standards, policies, regulations, and laws that impact employees in a child care program.

INTEGRATION/LINKAGES

CDA (Child Development Associate) Credential Competency Goals V and VI, Research and Writing Skills, Applied Communications, Computer Skills, Language Arts, CDA Certification, Two and Four Year Colleges and Universities, Technology and Career Centers, Guidance, Family and Consumer Sciences, Tennessee Department of Human Services, Public Library, NAEYC, TECTA, FCCL

EARLY CHILDHOOD EDUCATION CAREERS LEVEL II

STANDARD 8.0

Students will demonstrate professional practices and standards related to working in the early childhood education industry.

LEARNING EXPECTATIONS

The student will:

- 8.1 Recognize opportunities for continuing training and education.**
- 8.2 Apply professional ethical standards as accepted by the recognized professional organizations.**
- 8.3 Exhibit personal support of program goals and improvements.**
- 8.4 Assess standards, policies, regulations, and laws that impact children, families, and programs.***
- 8.5 Investigate professional organizations and trade publications appropriate for continuing education.***

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 8.1 Locates and describes professional development programs and educational opportunities in the child care, education, and services industry.
- 8.2 Demonstrates the use of ethical practices as indicated in early childhood professional organizations.
- 8.3 Demonstrates initiative, motivation, and interest in achieving program goals.
- 8.4 Complies with state laws and regulations that pertain to the licensing of child care centers
- 8.5 Creates an annotated bibliography of early childhood education resources including professional organizations, journals, etc.

SAMPLE PERFORMANCE TASKS

- Participates in professional development programs in early childhood in the local area.
- Arrange a display illustrating a variety of resources within the early childhood field.
- Report a specific resource related to early childhood education.
- Identify examples of policies, procedures, and laws that regulate child care programs.
- Role-play situations which demonstrate examples of enthusiasm and initiative when working with children.
- Read an article in a professional journal and write an abstract of it.

INTEGRATION/LINKAGES

National Association for the Education of Young Children (NAEYC), Tennessee Early Childhood Training Alliance (TECTA), Southern Early Childhood Association (SECA), National Standards for Early Childhood Education, Tennessee Department of Human Services, Family and Consumer Sciences, FCCLA National Program Career Connection, *Pre-K Today, The Mailbox, Young Children, Dimensions in Early Childhood*